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This directory of federally funded teacher centers supplements "The Role of Higher Education in Teacher Centers," published in 1981 by the American Association of Colleges for Teacher Education and the Southern New Jersey Regional Teacher Center. Included in this document are all teacher centers funded in 1980-81 or 1981-82 by the Teacher Center Division of the U.S. Department of Education--a total of 108 centers. Each entry lists the center, its address and telephone number, the director in the fall of 1981, and the names and addresses of the policy board members from institutions of higher education. (JD)

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AND
SOUTHERN NEW JERSEY REGIONAL TEACHER CENTER
GLASSBORO STATE COLLEGE

SP 019 912

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AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

This material does not necessarily reflect the viewpoints of the American Association of Colleges for Teacher Education (AACTE). AACTE is printing this document to stimulate discussion, study, and experimentation related to teacher centering and higher education.

SOUTHERN NEW JERSEY REGIONAL TEACHER CENTER
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PREFACE

This directory of federally funded teacher centers supplements The Role of Higher Education in Teacher Centers published in 1981 by AACTE and the Southern New Jersey Regional Teacher Center. Included in this document are all teacher centers funded in 1980-81 and/or 1981-82 by Teacher Centers Division of the U.S. Department of Education--a total of 108 centers. Each entry lists the center, its address and telephone number, the director in the fall of 1981, and the names and addresses of the policy board members from higher education.

While this directory lists only federally funded teacher centers, we remind the reader that other nonfederally funded teacher and professional development centers are operating successfully with the involvement of colleges and universities. The University of Houston, Western Kentucky University and the University of Minnesota are examples of these centers. The collective experience of all of these centers underlines the significance of cooperative efforts between higher education and local school communities in the design and deliverance of staff development. AACTE encourages the strengthening of efforts in this direction. We publish this directory to assist those individuals currently involved in teacher centers in the development of networks to extend and promote their work.

The directory would not exist without the assistance of personnel in each of the 108 teacher centers who responded to our letters and calls. We also are indebted to Janice F. Weaver of Glassboro State College and Allen Schmieder of the Division of Teacher Centers, U.S. Department of Education, for their guidance and support in this project.

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